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OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

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VOLUME XVII

NO. 4

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Volume XVIII

SEPTEMBER NINETEEN HUNDRED AND THIRTY-SEVEN

Number ONE

EDITORIAL

BACK TO THE FRONT LINE

It has been a good furlough. Two months may seem a long time to the unreflecting lay mind, but it is not a day too long for the teacher who does a year's work faithfully. The business of keeping thirty or forty young minds diligently and constructively employed is not only an art but also a toil; and it can only be done at the expense of wear and tear on brain, nerves and temper. The regular and generous restoration of spiritual and material tissues both of teachers and children is a prime necessity for wholesome and happy education. Well, we have had ours, and we are ready to go back to the front line. For some of us the trenches will be neatly sandbagged with strong duckboards, substantial parapet and bombproof shelters, with good rations delivered promptly; for others the battered outpost incessantly sniped, comfortless and lacking in all things save the dour endurance of the night-sentry. For all of us however, the enemy is the same—not school boards, taxpayers or departmental authority, and least of all the children. The enemy is still the old Triple Alliance of illiteracy, loose thinking and hoary prejudice. Whatever may be the immediate outcome of present-day struggles in the political, economic and constitutional fields, ours is the high privilege of defending the reality of Spiritual Freedom, of upholding its citadel and advancing its frontiers. Courage and good fortune go with us all!

* * * *

If the widely-quoted figures of Summer School attendance are true, it would appear that over three thousand Alberta teachers have devoted time and money to the improvement of their professional equipment in Calgary and Edmonton during the vacation. Add to these the substantial number of those who have taken courses in American Universities, and of those who have enriched their mental store with travels abroad; add also those who have enjoyed the stimulus of teaching in the Summer Schools, and the two or three hundred who have sustained the daily discipline and the incidental growth which go along with marking departmental papers, and it will be seen that well over sixty per cent of Alberta teachers have done much more than enjoy a legitimate rest. The alertness and industry of the great classes at Edmonton and Calgary has been a matter of general com-

ment, and goes to prove how spontaneous has been the response of our teachers to the challenge of the new school program. Human motives, of course, are mixed; and we would not seem to blind ourselves to the various forms of necessity which bring teachers to Summer School, but we believe there is one general motive which embraces and overwhelms all others in this mass forward movement, that is the ambition of good teachers to become more efficient and more versatile teachers. The Teaching Profession is not a mere phantom draped in legal terms and embalmed in a statute. It is a body of men and women who have come forward by their hundreds to help put over a great educational reform. The tiny gleam of professional consciousness which burned unquenchably in the old Alliance is now a bright, steady flame.

* * * *

WE have mentioned the elements of compulsion which have brought teachers to Summer School. There is, of course, the clear obligation which lies upon every elementary teacher to learn the philosophy and technique of the Enterprise Plan; and the advisability (for all who wish to write convincing applications) of having a working knowledge of three Grade IX options. Those are conditions of change and progress which no teacher seriously resents. A few, however, have been placed in an uncomfortable dilemma by the steady crowding-out of second-class teachers. They feel keenly the need of retraining along the above lines, for the work that lies ahead; but the demand for first-class qualifications is now such that they must dig up biology, chemistry and other Grade XII subjects which are very far afield from their actual professional interests. Thus the legitimate moral compulsion to acquire the new techniques of elementary education comes into direct conflict with the dire bread-and-cheese compulsion to get a first-class certificate.

It should be possible to resolve that conflict. For example, the reasonable suggestion comes from the Calgary Summer School A.T.A. that teachers be permitted to fulfil requirements by means of a minimum number (say 3 or 4) of Grade XII units plus a complement of double, single or half-courses at the Departmental Summer Schools. The teachers who would profit by such an adjustment have no desire to invade the High School Teaching service, and so would do

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nothing to defeat any regulation designed to strengthen the personnel of that service. All they want is to have the re-training and the paper-qualification for successful competition with younger first-class teachers in their own field. Insofar as these older men and women have carried our educational service through times of unexampled stress and discouragement they deserve, and we feel sure will receive, very kindly consideration from those in authority.

* * * *

A WISE man dropped the hint to us on the street-car today, that it is time to have our powder dry and our guns loaded for a powerful presentation of the claims of Education before the Royal Commission on taxation. The terrible punishment meted out to educational salaries and services of Western Canada during the past eight years must not go unrecorded. The basis of taxation both urban and rural has proved inadequate; and if the moral and intellectual fibre of the nation means anything—if there is such a thing as nationhood and national culture to be cherished and fostered in Canada—the full authority of the Royal Commission should be brought into support of a movement to bring the financial set-up of Education into the twentieth century.

* * * *

THE first crop of Grade IX candidates has gone through the new Departmental mill, emerging in the unfamiliar categories A, B, C and D. Already, as was to be expected, there is wailing and gnashing of teeth, not so much perhaps among the D's who saw it coming as among the C's who find themselves facing a severely restricted High School program and don't like it. The parents of the C's, being human, are in many cases very peevish about it. We would urge them, however, to consider one or two aspects of the situation. Under the old system their children would probably have failed in as many as four units, and would be faced with the repetition of exactly the same work in the same environment next year. Under the new system they may go forward to new work in a more mature environment, as Grade X students instead of Grade IX "repeaters". If they have greater capacity and industry than they showed last year, they can go forward to a High School Diploma just as surely as the A's and B's. And we may venture the prediction that if any C student proves outstanding in his new environment, his Principal and the Department, as well as his parents, will be alert to see that every door of opportunity is opened for him.

And it may be mentioned in passing that some 5,000 boys and girls passed out as A's and B's this year; it would be quite fair to ask the unfortunate C's and D's to do some of the explaining as to why they were not among the 5,000. Most of them know the reason. Under the new system, as under the old, there is no royal road to success. Brains and diligence still win the high places.

* * * *

SO we leave the past year and "march breast forward" into the new. In the temporary absence (on C.T.F. business) of the Editor, that hardened old pinch-hitter HAYSEED wishes all and sundry a very happy and inspiring year's work in classroom, playground and community.

MENTION A.T.A. ADVERTISERS

Reflections

By R. E. Shaul, B.A., Vice-President Alberta Teachers' Association

PROFESSIONALISM

Are we a profession? By statute, yes, but are we a profession in the eyes of the public? in the eyes of the school boards? in the eyes of the Department of Education? Is there not still much to be desired by way of professional prestige?

The question, "What is the A.T.A. doing as an organization to earn this respect?" becomes, "What are YOU doing as an individual teacher to win that recognition? No organization can move far from its general membership.

Then let us examine ourselves as individuals and see if we have the qualities necessary for members of a dignified profession.

1. Do you render SERVICE? Do you go into the classroom determined to do your job efficiently and well? Do you give your level best even when you know that you aren't being paid nearly enough?
2. Have you ABILITY? Have you knowledge of the latest movements in the field of Education? Do you follow these new suggestions blindly or do you temper them with your own experience? In other words are you master of your methods or are your methods master of you?
3. Are you RESPECTED? Do you conduct yourself in school and out so as to command the respect of your pupils and their parents?
4. Have you COURAGE? Courage to have opinions of your own and courage to voice those opinions publicly? Courage in matters of Education and in matters of Citizenship? As members of a profession we cannot allow ourselves to fall into the degrading position of having always to accept orders and commands. Those who command you, hold you in contempt.

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5. Are you BROTHERLY? When faced with important issues do you weigh them in the light of a great fraternal brotherhood? When such important issues as salary schedules or certification confront you, do you think of the other fellow as well as of yourself?
6. Do you belong to an active Local of your ORGANIZATION? If not, what have you done about building one? Do you make use of your membership? Do you try to give the Provincial Executive a lead in matters of policy by keeping it informed of what your Local is doing and thinking?

* * * *

TEACHERS AND CITIZENSHIP

"No teacher worth his salt can fail to have political opinions today. But there is a clear distinction between the teacher's duty as a citizen and his duty as a teacher. As a citizen he cannot keep out of politics . . . and must oppose any form of discrimination in educational facilities on the ground of differences of economic status or in birth, nationality, race, colour or faith . . . But as a teacher he is a servant of those that employ him . . . He must respect that obligation."—L. Zilliacus, Finland, to the 7th World Conference of the New Education Fellowship.

There are those in this province who seem to be unable to make this distinction between 'the teacher's duty as a citizen and his duty as a teacher.' They fail to realize that the teacher is paid to teach what the curriculum lays down in school and that out of school he has the right,—nay, he is obligated, if he believes in democracy, to exercise his rights of citizenship.—'No teacher worth his salt can fail to have political opinions today'—and yet as late as last June teachers were dismissed here in Alberta for giving expression to political opinions out of school.

This action is sufficiently grave to demand the serious attention of all freedom-loving people be they teachers or not. 'Political activity' is a vague term, covering a broad field and capable of many interpretations. Just what out-of-school activities might not be construed as 'political?'—where is the line to be drawn?

Whenever the question has come before an annual general meeting of the A.T.A. that body has consistently held that teachers deserve full rights of citizenship. Any encroachment on these rights must be vigorously combated. What have the locals to say?

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C.T.F. News

THE ANNUAL CONFERENCE

The sixteenth Annual Conference of the Canadian Teachers' Federation was held in Toronto, August 10th to 14th inclusive. Every Province in Canada was represented by its quota of accredited delegates, and the Conference was presided over by its President, Mr. J. R. Mitchell, of Vancouver.

A reading of the newspapers indicates that much business was done, valuable reports made, illuminating discussions took place, and considerable publicity given to the proceedings of the Conference. If the Provincial Organizations can get some of the enthusiasm evidently present at the Toronto Conference, much good will result from these gatherings.

The following editorial from the Toronto Globe and Mail of August 16th under the caption, "Step in a Right Direction" will be read with much interest by educationists:

"If the Canadian teachers can secure establishment of a research body devoted to social sciences as the National Research Council is to physical sciences, they will be doing a needed work in this Dominion. It is now generally recognized that attention to the social sciences has not kept pace with material progress and that this fact has been responsible for much of the confusion and hardship prevalent during the past few years.

"Consequently, the public will welcome the attention drawn by Dr. M. E. Lazerte, of the University of Alberta, to the desirability of such a body and the emphasis placed by Dr. J. E. Robbins, competent young director of the Dominion Bureau of Statistics, on the need for the establishment of it. The Canadian Teachers' Federation is to be commended for its initiative in this direction, and for planning ahead for a program that will include the larger field of education.

"Comprising as it does some 30,000 teachers throughout the Dominion, the C.T.F. is in a position to wield an enormous influence in securing such research if there can be a concerted effort on the part of all its members. The breadth of view in educational matters on the part of the majority of the delegates who attended the Federation's meetings at Victoria College last week is a most encouraging sign."

President Lewis

Mr. A. C. Lewis, of Toronto, was advanced from First Vice-President to President. We are convinced that under his enthusiastic leadership the Canadian Teachers' Federation will have a good year.

Secretary Crutchfield

The re-election of Mr. C. N. Crutchfield, Shawinigan Falls, as Secretary-Treasurer of the C.T.F. will be a source of satisfaction to Canadian teachers who have learned during the past few years to value highly his work. He has had a difficult task to do and he has done it in a splendid fashion as the delegates evidently recognized. Mr. Crutchfield brings to this year's work a wide experience in organization work and an exemplary devotion to the task which the teachers have entrusted to him. It may be possible that he will be able to make a tour of the Dominion this winter. This is something which should have been done long ago and we hope Mr. Crutchfield will be able to do this. It will mean a great deal for the C.T.F. and probably much more for the Provincial Organizations. We are sure that the Provincial bodies will be able to make arrangements for him to hold conferences with Provincial Executives and general meetings of teachers where this can be arranged. He could also in the larger cities address such bodies as Rotarians, Kiwanians, etc. We hope that this project is carried out.



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THE WORLD OUTSIDE

By

Miss M. B. Moore, M.A.

Miss R. J. Coutts

CANADA

Educational broadcasts for Canadian schools will be provided as soon as arrangements can be made—so it is announced from Ottawa. A resolution presented at the Toronto meeting of the Canadian Teachers' Federation requested that this be done.

* * * *

The Canadian Prime Minister announces the following distinguished Canadians as members of the Royal Commission to investigate the economic and financial basis of Confederation in the light of social and economic development during the past seventy years—The chairman, Newton W. Rowell, Chief Justice of Ontario; Thibaudeau Rinfret, Justice of the Supreme Court of Canada; John W. Dafoe, President and Editor-in Chief of the Winnipeg Free Press; R. A. MacKay, Prof. of Government, Dalhousie University, Halifax; H. F. Angus, Prof. of Economics, University of B.C.

This Commission will review Canada's constitution.

* * * *

Hon. C. D. Howe, Minister of transport, with two pilots and three other passengers made a test flight from Montreal to Vancouver. Short stops were made enroute at five different points. The distance was covered in 17 hours and 11 minutes.

* * * *

Trans Canada Air Mail and Express Service will begin regular operation over the prairies probably early in 1938 is the statement made by S. J. Hungerford, President and Chairman of the C.N.R. and of the Air Service.

* * * *

Having reference to the legislation enacted by the special session of the Alberta legislature, namely: "An Act to Provide for the Regulation of the Credit of the Province of Alberta; An Act to Provide for the Restriction of the Civil Rights of Certain Persons; An Act to Amend the Judicature", Hon. Lapointe, Minister of Justice, advised in his report, that in as much as the legislation, "deliberately attempts to interfere with the operation of Dominion laws, legitimately enacted and organized by Parliament and to substitute laws and institutions of its own in which the right to recourse to the courts of justice is denied" the minister recommends that these enactments be disallowed, and this advice was accordingly followed by the Federal government.

* * * *

The famous British economist, Sir Geo. Paish, contributes a series of articles in the Financial Post, the first of which appeared August 14th. These present a critical analysis of the present world situation followed by the presentation of principles and suggested policies leading to a discovery of "The Way Out" of the present condition of international discord, disorder, clashings and chaos. These articles will later be embodied in a book.

* * * *

All the world is concerned with the fate of Russia's famed fliers. And expert airmen from many lands engage in the search. Among the would-be rescuers is Jimmy Mattern whom Levanefsky saved from the polar wastes of Siberia.

* * * *

THE ORIENT

A strong central government in China lacking in the past is now seen to be emerging. Mass education is discovered to be a key to nation-wide unity. This is now linked with compulsory military training. In China the nucleus for a national system of economic planning is taking form.

The incident leading to the outbreak of Sino-Japanese hostilities is very similar to that which precipitated fighting in 1932—namely, the killing of two Japanese navy men by Chinese airport guards.

* * * *

The Chinese Communists effect a truce and join their compatriots in a common front against the Japanese.

August 6—Japan claims that she is gradually establishing civil as well as military control in North China.

* * * *

The Chinese fighting in Shanghai declare abandonment of former neutrality observances in the foreign settlements in that city.

* * * *

The American, British and French governments have arranged in co-operation with officials of steamship lines to revise ship schedules so that there will be a regular ferry service from Shanghai to the nearest points of safety—Americans being taken to Manila, the British to Hong Kong and the French to Indo-China.

* * * *

India's wheat crop for the present year is estimated at 366 million bushels—an increase over 1936 of 55 million.

Mahatma Gandhi has been again called in for consultation by the Viceroy of India.

* * * *

PALESTINE

Notwithstanding the opposition of many Jews, it is thought probable that ultimate agreement by the Zionist movement with the principle underlying the British plan for the partition of Palestine between Arabs and Jews will be unanimously supported.

* * * *

U. S. A.

The United States will defend, in co-operation with other neutral powers its interests and rights in the far East. Until Japan and China acknowledge a state of war the United States will not interpret the present conflict as coming under the American Neutrality Act. Hence for the present there will be no embargo on arms shipments.

* * * *

A new trade pact with Soviet Russia has been proclaimed by President Roosevelt. This pact calls for the purchase by the Soviet of \$40,000,000 value of American goods during the present year—also every reduction in tariffs granted another nation is extended to the U.S.S.R.

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GREAT BRITAIN

On the 15th anniversary of International Co-operative Day, the vast army of co-operators comprised in the Co-operative Movement of the world, issue the following pronouncement: "Deplore the manifestation of the spirit of war in the general rearmament of Nations.

"Proclaim the urgent necessity of an active campaign in the pursuit of Peace.

"Renew their declaration of fidelity to the principles of co-operation as expressed in the system of the Rochdale Pioneers.

"Pledge effective support to all national effort toward collective security and world peace.

"Rely on the Congress of the International Co-operative Alliance meeting in September in Paris for a statement of Policy and adoption of a program of action calculated to bring to bear upon the councils of the Nations in full force the influence of the World Co-operative Movement."

Anthony Eden has stated Britain's policy in the Mediterranean to be, "To keep the sea route open and maintain unhampered its own interests throughout that sea."

It is a major British interest to see that no great power should establish itself on the Eastern shore of the Red Sea.

On land and sea in Spain British interests were real—but there was room for all and Britain would not interfere with the rights of other powers.

Mr. Eden also stressed Britain's desire for the reduction of trade barriers.

Since exchange of friendly letters between Premier Chamberlain and Mussolini—diplomatic relations between the two countries have eased somewhat.

"A helping hand rather than a prison sentence" indicates the present trend in the execution of British justice.

The following are noted: Extension of the probation system to adult cases; Recognition of the importance of probation officers and raising of standard for applicants; Establishment of a special training college for probation officers.

* * * *

EUROPE

Germany—The Reich places the entire wheat and rye crops under the government marketing organization—family needs and next spring's sowing alone exempted. This measure is enforced to ensure adequate food supplies from the anticipated short crop.

* * * *

Enlargement of Hamburg's harbor is planned. A thousand yard wharf to accommodate ocean liners; a great suspension bridge to span the Elbe at Altonia; a shore road for light autos to speed along and an extensive public building program will make the gate-way into Germany worthy of the Fatherland.

* * * *

The Soviet 5-year plan terminating in 1942 proposes to reach self-sufficiency in rubber production. They propose by that date to cover an area of 1,250,000 acres. Soviet natural scientists have unceasingly searched for natural rubber plants suitable or adaptable to Russia's climate. Synthetic rubber production has also been developed at prodigious speed.

* * * *

The Russian Academy of Scientists also report extensive exploration and discovery of new mineral wealth. The Mts. of Kazakstan, the experts say may become the richest mineral region in the country—vast coal deposits, also deposits of copper, tin aluminates and potassium salts. On these finds the Soviet builds high hope for future industrialism and agricultural development.

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By Dr. Donald Dickie, Provincial Normal School
Edmonton

Some two thousand Alberta teachers have now taken courses in Enterprise Education, almost one-third of the teaching staff of the province, a record of which we may well be proud. British Columbia and Ontario, the two provinces which are at present undertaking somewhat similar reforms in their teaching procedure, are amazed at our spirit and lay it to "the altitude". Altitude or not, we are making progress, slow, but along definite and, I believe, sound lines. It occurred to me that a very brief summary of Enterprise procedure as it has been worked out thus far might be useful, as review to the two thousand teachers who have already taken courses, as suggestion to those who have not yet had the opportunity to do so.

Enterprise education means experience education; it means that we plan to develop our boys and girls, not by requiring them to memorize isolated facts which may, or may not be absorbed into consciousness and so affect personality, but by a series of concrete experiences which cannot fail to be absorbed into consciousness and, therefore, cannot fail to contribute to the development of the pupil's personality. These experiences, or enterprises are artificial in that they are "planned for a purpose" by the teacher; the teacher's skill in guiding the development of the experience, the pupil's interest, and the enthusiasm of both teacher and pupil make the experience a living one.

In the Alberta system Enterprise Education is applied only to the informational and cultural subjects and is used only during a part of the day. The skill subjects: reading, writing, arithmetic, and language, are taught by the formal, or drill method, during part of each day. The teacher should be guided in the amount of time spent in drill by the needs of the pupils, remembering that the need to read, write, add, and speak of which the pupil becomes conscious in the enterprise period is the most powerful motivation which can be supplied to the drill period.

HOW TO CHOOSE AN ENTERPRISE

In choosing an enterprise, or experience for your class, the first thing to consider is the goal you wish to reach, the outcomes in attitudes, appreciations, abilities, and habits which you wish your pupils to achieve.

If space is granted, an early issue of the A.T.A. Magazine will contain a list of desirable outcomes from which teachers may choose. For example: one attitude which it is particularly desirable to develop is respect for people different from ourselves—the child and the uneducated adult tend to regard differences in custom as necessarily contemptible. A desirable appreciation is that of the qualities of initiative and courage. A desirable ability is the power to collect information about a topic from observation, people, books. A desirable habit is that of accuracy in making simple records of what one has learned.

The Enterprise: We Visit the Mines at Great Bear Lake would provide experiences likely to develop these four qualities in pupils working it out. Having chosen an enterprise which seems likely to achieve the outcomes you desire, ask yourself these questions about it:

- (a) Does it involve, or at least closely imitate, a real life situation?
- (b) Will it interest the pupils?
- (c) Does it provide a variety of experiences: observation, reading, writing, speaking, art, construction, collection, working alone, working with others, etc.?
- (d) Is it practical; can it be managed in your circumstances and with your equipment?
- (e) Is it within the range of the pupils' ability?

HOW TO PLAN AN ENTERPRISE

Having settled upon an enterprise, the next step is to make a skeleton outline, or summary of it. Any form of outline will do. Example:

Title.

We visit the mine at Great Bear Lake. An exhibit.

Desired Outcomes.

Attitude of interest in, and respect for miners, people whose lives and work differ from ours. Appreciation of initiative, courage, endurance. Ability to collect information. Habit of accuracy and neatness in preparing records as: notes, reports, maps, charts, etc.

Statement of Aim.

To find out how to reach Great Bear Lake; to study the country, its people, its fauna and flora; to find out what pitchblende is, how it is mined, transported and treated; to study the homes and lives of the miners; to find out the uses of radium.

Setting the Stage (Motivation).

Place a picture, or news item about the mine, the miners, or about radium on the bulletin board, or reading table. Tell the story of Madame Curie and her discovery of radium and lead up to a discussion of the pitchblende mining on Great Bear Lake.

The Preliminary Discussions.

By question and suggestion, help the pupils to make a survey of the possibilities of the topic, plan a tentative culmination and outline the problems to be solved. (Add here a list of questions likely to stimulate discussion and to which answers will be needed.)

Problems: To find out:

1. How to reach Great Bear Lake: route, transportation, cost of same; country traversed, appearance, discovery and exploration, towns, industries.
2. What is it like "down North": the Canadian Shield, simple geology of; geography of; extent, characteristics, day and night and seasons; natives of; products and industries.
3. How we get pitchblende: the mining camp; miners, homes and recreations; work of mining the pitchblende, how handled and treated.
4. How we get radium: transportation by plane. Port Hope works, process of collecting.
5. Uses of radium: history and modern uses.

Culmination.

An exhibit of collections and records with a presentation of reports by different pupils.

Tests.

1. Gains in attitudes, appreciations, abilities and habits to be recorded by teacher from observation.
2. Increase in skills: reading, writing, arithmetic and language to be recorded by marking of exercises in the usual way.
3. Gains in information in: geography, history, nature, health, may be checked by objective tests.

GENERAL PROCEDURE

After the preliminary discussions have been completed and the problems outlined by the pupils, the next step is to organize the pupils for work. If the group is a large one, it may be divided into committees each charged with working out one problem; if it is small, the whole group may work on each problem in turn.

Most teachers using the enterprise technique agree that from 9 to 10:30 in the morning is the most convenient time for the enterprise period. The children come to school full of enthusiasm, eager to tell the teacher of the discoveries made overnight and to get at the jobs planned for the day; it is important to make instant use of all this interest and energy. The enterprise period also shows up the pupils' weaknesses in the essential skills and motivates the drill period which follows from 10:45 to 2:15. The last hour of the day may again be devoted to enterprise work if desired. The time table printed below is arranged on this basis. It is offered merely as a suggestion to teachers who are struggling with their own.

THE ORGANIZATION OF THE ENTERPRISE PERIOD

For success, the hour and a half of the enterprise period should be carefully planned and carried through each day

according to schedule. It falls naturally into four parts:

- The planning period.
- The work, or research, period.
- The evaluation period.
- The clean-up period.

In the planning period, to which ten minutes is assigned in the time-table, each pupil should tell what part of the work he proposes to do this morning, and show that he has at hand the materials required. Pupils who have not thought out jobs of their own should be helped by the group to choose work.

The work, or research period, should last from 40 to 50 minutes. During this time the pupils work at the tasks they have chosen for the day. On certain days the work will be handicrafts or construction. This type of work constantly presents to the worker questions which must be answered and problems which must be solved before the work can be completed. On certain other days, therefore, the work is research to find out how to do things.

At the end of the work period, the teacher returns to the group for the evaluation of the work done. Pupils show their work, criticize and evaluate their own and that of the others. Those who have met difficulties describe them and ask help; the group advises and suggests. Questions to which answers are required are listed on the blackboard and those to which answers have been found are erased. The teacher guides the discussion, asking questions constantly, suggesting where or how answers may be found, rarely providing the answers. He helps the pupils to evaluate the work done, teaching each to be critical of himself; he praises the industrious and stimulates the lazy.

The clean-up period should be brief, brisk and never omitted. A tidy workroom is the first requisite for efficient

work. With the general outline of the enterprise clearly in the minds of both teacher and pupils and each day's work planned and checked, no enterprise can fail to achieve some useful results.

THE RECORD BOOK

An outline such as that suggested above is merely a preview of your enterprise; it will, and should, change and grow as the work proceeds. Even in the preliminary discussion and planning meetings, the pupils will think of possibilities which had not occurred to the teacher. As teacher and pupils work together, day by day new vistas open before both, new interests are born of which the teacher should be quick to take advantage. A satisfactory enterprise is confined within reasonable limits, it has unity and coherence; it ought also to be wider in horizon and richer in achievement than the teacher has foreseen.

It is, therefore, recommended that the teacher should keep a record of the progress of each enterprise, noting, in a small scribbler perhaps, first the outline, or preview, of the enterprise, and after that entering, each day, a note of the work done. This daily summary is necessary to enable the teacher to guide the progress of the enterprise wisely. Records of gains made, exercises marked, and tests given to each pupil should also be entered in the book. Finally, a general estimate should be made of the values of the enterprise with suggestions for improving it should it be desirable to use it again. Such a record book is useful to the teacher who makes it, and it is invaluable to the inspector who calls long after the completion of the enterprise and must, without the book, draw his conclusions from the few remains which the teacher has been able to preserve.

SUGGESTED RURAL TIMETABLE

TIME	DIVISION I	DIVISION II	DIVISION III
8:45- 9:00...	Teacher surveys Room; Confers with pupils		
9:00- 9:15...	Opening exercises; nature reports; current events; health inspection		
9:15- 9:25...	Free Reading	Enterprise Planning	Mathematics on B.B. for Grades 7, 8, 9
9:25- 9:35...	Enterprise Planning	Enterprise Work or Research	
9:35- 9:55...	Enterprise Work	Research Period Continued	Mathematic Lesson for Grades 7, or 8, or 9
9:55-10:05...	Evaluation Period		Free Period
10:05-10:20...	Clean-up Period	Enterprise Evaluation	Reading, Art Science
10:20-10:30...	Speech Training; Choral Recitation (Whole School)		
10:30-10:45...	Morning Intermission		
10:45-11:05...	Reading Lessons, 1, 2 and 3	Arithmetic on B.B. for 4, 5, 6	Social Studies Preparation
11:05-11:20...	Writing Practice	Arithmetic Lessons, 4 or 5 or 6	
11:20-11:40...	Number Exercises	Free Period: Reading, Art; or	Social Studies Conference
11:40-11:50...	Number Lessons, 2, 3	Enterprise	Free Period
11:50-12:00...	Music All Grades		
12:00- 1:30...	Noon Intermission		
1:30- 1:50...	Language, or Read	Reading Lesson 3 days	General Science 2 days
1:50- 2:00...	Language Lesson	Language Lesson 2 days	Health, Art, 1 each Preparation
2:00- 2:05...	Physical Training All Grades		
2:05- 2:25...	Free Activity: Reading, Language, Enterprise		Lesson
2:25- 2:45...	Art, or Writing, Or Spelling		
2:45- 3:00...	Afternoon Intermission		
3:00- 3:05...	Free Reading	Enterprise Planning	Exercises in English (Read, Language, or Literature)
3:05- 3:10...	Enterprise Planning	Enterprise Work	
3:10- 3:30...	Enterprise Work	Enterprise Work	English Lesson
3:30- 4:00...	Free Activity Period: for all Grades. Enterprise Work; free reading, free Art; Options Reading aloud; singing; dramatization; or Choral Recitation		

Of Interest to Teachers

By CLERICUS

Well, here we are again. Another year ahead of us to do it just a little better this next time. In the relaxation (?) of our long vacation what ambitious plans we make! Will the stern realities of the classroom bring them all to naught? After all a day has just so many minutes and the rural teacher, at any rate, has so many grades. However, let us give our new enthusiasm a tryout anyway. And the recent Normal graduate with his first school. We can look back over a long and, we fear, mostly misspent life to our first school; say the blueness we felt was the deepest shade ever. What a dingy little building it was away off from any human habitation. And on top of this the settlers (this was in the homesteading days) didn't know for sure that school was to open, and so we waited in vain for customers. About 11 o'clock we started out looking for somebody to teach.

Following a cowpath which led from the school-house, we finally arrived at a little log house. Two men were putting up a fence nearby. Introducing ourselves as the new school marm we hopefully inquired as to whether they had any children of school age. But they both turned out to be bachelors, and so we pushed on.

In the end we succeeded in getting four children to come to school next day and on them proceeded to practice all the tricks we had learned at Normal. We must have been good for as the weeks passed we built up our enrolment to nine all told.

* * * *

What we started out to show was the particular deep shade of blue we felt on our arrival at the school-house. However, we kept busily engaged with our little flock and these youngsters little by little filled the school yard and its surroundings with interests without number. Here they discovered a bird's nest. Down by the slough there were baby muskrats. A wasp obligingly built its nest just outside one of the windows where we could view its work in safety. Anthills provided further spheres of interest and the birds and the bees, the flowers and fruits in season made our school-house and its surroundings a place of constant action and interest. By this time we not only didn't miss our fellow Normalites, we had even forgotten most of their names. So cheer up Miss Lonesome Schoolmarm.

* * * *

Another hectic time around Summer School this year again. In Edmonton 2400 attending Summer School and University classes and in Calgary 950 in attendance. Just think, this is over half the teachers in Alberta. There is still quite a little "feeling" over this compulsory attendance but surely the rush must be over by now as the attendance last year was around 2700. When we talked in this strain to some of our fellow pedagogues they were not so hopeful as ourselves. They figured that a teacher, to be prepared for any emergency in the way of Grade IX options, should be qualified to teach all nine of them, in other words, should attend Summer School for three years for Grade IX options alone. Then Grade X options would come next to be followed by those of Grade XI. Quite a while to be thoroughly prepared. However in actual practice we think three suitable options for Grade IX will fill the bill for most rural schools.

A mass meeting of Summer School students was held in Convocation Hall where grievances were aired and abuses heatedly condemned. We feel that this meeting cleared the air; resolutions were passed and a committee was appointed to take steps to remedy conditions which met with the disapproval of the student body.

Teachers generally will be sorry to hear that Dr. Alexander, the kindly, popular and erudite Dean of the Faculty of Arts and Sciences, has found it necessary to go into hospital for a little internal repair work. When we visited him in the University Hospital a few days ago he was recovering nicely from his operation. He hopes to be back on the job in about two weeks time. Our best wishes for a speedy and permanent recovery.

* * * *

Three Irishmen went to the station and asked what time a certain train would leave, as one of their number was to be a passenger. They found that the train did not leave for a half hour. One suggested that they go across to a nearby hotel for a quick one. This they did but on coming back to the station they found that they still had twenty minutes to wait. So they went over for another drink. Still they had quite a little time left and so off they went for a little drink. As they came out of the hotel, the train began to pull out and the three Irishmen ran after it. Two of them succeeded in swinging on to the last coach but the third one couldn't run fast enough. Suddenly he began to laugh his head off. The station agent who had seen the whole affair, asked him why missing his train made him laugh: "Well", said Pat, "those other two fellows came to see me off."

* * * *

Recently we talked with a teacher who had created quite a little upheaval in the district because she graded her pupils by the percentage method instead of the F. G. G. etc. method of her predecessor. Apparently the rougher grading put children of near ability in the same class. As long as Willie and Mary (of different families both received a G, everything was well, but when Willie got 61 and Mary 60 then the fat was in the fire.

* * * *

An amusing incident was reported in the local press as having taken place during one of the hearings of the Board of Reference recently. A teacher had been fired because he was not at all like Miss So and So, the previous teacher. Why she had a pleasant word for everybody, nothing was too much trouble for her to do, either for her pupils or for the district generally. The presiding judge wanted to know why she had left a district where she was so greatly appreciated. "Oh, she didn't leave," was the answer, "she was fired." Teacher reinstated.

* * * *

A party of 54 teachers from Ontario and Quebec recently arrived in Edmonton on their way home from attending the convention of the World Federation of Educational Associations which was held in Tokio, Japan. Under the leadership of Dr. E. A. Hardy of Toronto, the party travelled C.P.R. to Vancouver across the Pacific by C.P.R. boat and C.N.R. from Vancouver to Toronto. A stop of 24 hours was made in Edmonton during which time teachers were the guests of the A.T.A. President Kerr of the University and Dr. G. F. McNally, Deputy Minister of Education co-operated heartily with the A.T.A. committee which consisted of a number of prominent Edmonton teachers. Drives around the city, to St. Albert and to Elk Island Park were arranged for the visitors. Premier Aberhart officially welcomed the party on behalf of the Government at an informal dinner held at the Macdonald Hotel.

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As dental authority points out—and these helpful teachers know and stress—today's soft foods do rob gums of vigorous chewing, of the natural exercise and work they need for health. Naturally, gums grow tender—sensitive—and often flash that plea for help—that warning signal—“pink tooth brush”.

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finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth—while the teacher explains how circulation is speeded up within the gum tissues—how gums respond to this brisk massage with new, healthy firmness. Ipana Tooth Paste is excellent for gum massage. For this modern dentifrice not only keeps the teeth clean and sparkling, but it is especially designed to aid in massage—to help tone and strengthen the tissues of the gums.

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NOTICES RELATING TO THE HIGH SCHOOL REGULATIONS

1. French 1, Page 17:

The attention of teachers is directed to the reading requirement in French 1. The textbook is *A L'Enseigne du Coq*, edited by Saxelby. Students are required to have this book.

2. English 3. Supplementary Literature, Page 80:

Oliver Twist will not be required for the year 1937-38.

3. Commercial High School Course, Page 13:

Delete the paragraph under Section IV, page 13, referring to the optional subjects and reading as follows: "Provided, however, that for the first year of the Course, a sufficient number of subjects must be chosen from the list of Optional Subjects to occupy at least seven (7) periods a week."

4. The Course for Normal Entrance, Page 11:

Both *Algebra 1* and *Geometry 1* are required before the course can be completed and both *Music 1* and *Art 1*; and either *Physics 1* or *Chemistry 1*; and either *Biology 1* or *Biology 2*.

The combined Course for Normal Entrance and for University Matriculation cannot be completed in three years.

5. A Four-Year High School Program.

Teachers are recommended to plan a four-year high school program for students who have been promoted to Grade X with Grade B or Grade C standing.

A four-year program is also recommended for high schools in the smaller centres, where the teaching load will be very heavy.

Such a program can be organized on a basis of 25 or 26 credits per year for four years, instead of 35 credits a year for three years. On the average, about seven (7) credits a year could then be earned in optional subjects.

6. Promotion from Grade IX with Grade B or Grade C Standing.

The attention of teachers is directed to the fact that Grade B or Grade C standing does not necessarily debar students from the Normal Entrance or Matriculation Courses after the first of the year.

NOTICES RELATING TO THE PROGRAM OF STUDIES FOR THE INTERMEDIATE SCHOOL

1. Minimum Library, Grades VII and VIII, page 32:

The Alberta Public School Geography (Dominion School Geography) is out of print. In its place, the following book

will be used: *A World Geography for Canadian Schools*, by Denton and Lord.

2. Art. Grades VII and VIII, page 148:

Cancel the "Group A" list of pictures for the year 1937-38.

3. Art. Grade IX, page 154:

Cancel the "Group A" list of pictures for the year 1937-38.

4. Literature and Reading. Grades VII, VIII and IX.

In one-room schools, or schools in which Grades VII, VIII and IX occupy the same room, the three grades will be combined for Literature and Reading, and will all use the Grade IX Readers during the year 1937-38.

In such of these schools as have no Grade IX class this year, the Department still recommends the use of the Grade IX Reader with Grade VII and VIII classes, unless some hardship or special difficulty stands in the way.

MESSAGE TO CHILDREN OF THE EMPIRE

11th June, 1937.

Sir:

I have the honor to inform you at the request of the Secretary of State for Dominion Affairs that the meeting of scholars of the Elementary Schools of the City of London, which assembled in the Guildhall on May 24th for the celebration of Their Majesties' Coronation and Empire Day, unanimously passed a resolution conveying to the children of the Empire overseas a message of cordiality, love and goodwill.

The Chairman of the Elementary Education Committee of the City of London has asked that this resolution may be transmitted to the Education Authorities in the Dominions.

I have the honor to be, Sir,

Your obedient servant

(Signed) VINCENT MASSEY.

The Secretary of State for External Affairs,
Ottawa, Ont., Canada.

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Oral French . . .

OUTLINES, MATERIAL, SUGGESTIONS
For the Oral Course in French for Grade IX
By RALPH E. ZUAR, M.A.

During the past school year none of the options has been a greater concern to many teachers than Oral French. No manual existed and no precise directions could be obtained. Some teachers have no doubt experimented successfully, others have worried through.

Though regarded as an "option" an oral course can be recognized as of vital importance if taken as the first step in language study. The experiences of the teachers of Oral French therefore deserve to be collected, reviewed, discussed and used to build up a skeleton of directions.

It is for two purposes that I shall make an attempt, this year, to sketch the outlines of a course in Oral French. The first is to make available some definite material, the second to induce teachers to further experiment and to record their experiences, to review critically the advice and the material given on this page and to deposit their observations at a central point for further reference.

When convention time comes round it will then be possible to discuss the problems that have arisen and to formulate plans for the future.

The material presented here is necessarily very brief. It contains factual material with occasional examples. A complete manual would, of course, contain full directions as to procedure, and an ample array of sentences, questions, answers, commands, sequences, etc. Consequently a great deal must be left to the ingenuity and imagination of the teacher.

The co-operation of the teachers of Oral French is herewith requested in order to produce a manual based not on the experience and ideas of one individual but on those of all teachers engaged in this work. May I therefore urge upon them, and upon all others interested in language work, in and out of the province, to OBSERVE and RECORD, and to send in their observations regularly every month.

As a first assignment for September 1937 it will be useful to hand in the names of teachers of Oral French, the school where it is given, the conditions prevailing, and as much additional information as possible. This information should reach—Oral French, c-o A.T.A. Magazine, Imperial Bank Building, Edmonton, Alberta, at the latest on September 20th.

The course, as I have projected it, has been touched upon at the latest conventions and in the December 1936 issue of the A.T.A. Magazine. It contains about 40 lessons, some dialogues, scenes, songs, as well as a collection of pieces for listening practice. I believe that the fundamental 40 lessons should be covered by February 1938.

May I, at this time, repeat some of the principles of an ideal French course, in the form of a decalogue:

1. Thou shalt not give printed books to the students!

2. Thou shalt not give any kind of word picture to the students, neither on the blackboard nor on paper!
3. Thou shalt not drill Grammar!
4. Thou shalt restrict instruction to the two fundamental functions of language: HEARING and SPEAKING!
5. Thou shalt see to it that speech be not empty but accompanied by action!
6. Thou shalt make the students themselves formulate questions, answers, commands, etc.
7. Thou shalt let the students speak individually and in unison!
8. Thou shalt not give too large rations!
9. Thou shalt make proceedings active, lively, and interesting!
10. Thou shalt not be formal!

LESSON No. 1

First person singular: je (with verb)
Second person plural: vous (with verb)
Simple verbs: ouvrir, fermer, prendre, manger, jeter, attraper, etc.

Also two reflexives: s'asseoir and se lever.

Question form: Que faites vous?

Examples: je m'assieds que faites-vous?

je me lève

j'ouvre la porte, le livre, la boîte

je ferme la fenêtre

je prends le bonbon, le crayon, la balle.

Sequences: j'ouvre la boîte—je prends le bonbon

j'ouvre la bouche—je mange le bonbon

je ferme la boîte.

By heart: Bonjour, mesdames et messieurs, comment allez-vous?

LESSON No. 2

First person singular,
Second person plural,
Third person singular, masc. and fem. (il, elle).
Verbs: aller, retourner, être assis (assise), être debout.
Prepositions: dans, à
Adverb: maintenant.

Examples:

je me lève

il (elle) se lève

je suis debout

il (elle) est debout

je m'assieds

il (elle) s'assied

je suis assis (assise).

il (elle) est assis (assise).

je vais à la porte

il va à la porte

je vais à la fenêtre

il va à la fenêtre

je vais à la table

il va à la table

je retourne à ma place

il retourne à sa place

By heart: Comment allez-vous Monsieur (Madame)?

Merci, Monsieur (Madame) je me porte très bien.

LESSON No. 3

Review contents of lessons 1 and 2
Imperative forms, (second person plural),
Simple inversion questions.

Examples:

Retournez à votre place!

Asseyez-vous!

Prenez le crayon!

Levez-vous!

Jetez la balle!

Allez à la porte!

Allez-vous à la fenêtre?

Ouvrez-vous le livre ou la boîte?

By heart: Frère Jacques, frère Jacques,

Dormez-vous? dormez-vous?

Lesson No. 4

Imperative forms and
Simple inversion questions, continued.

Examples:

Mettez le crayon dans la boîte!

Jetez la balle par la fenêtre!

Mettez le livre sur la table!

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Sequences:

Levez-vous!
Allez à la table!
Prenez le crayon!
Allez à la fenêtre!
Ouvrez la fenêtre!

Jetez le crayon par la fenêtre!
Fermez la fenêtre!
Retournez à votre place!
Asseyez-vous!

By heart: Frère Jacques, frère Jacques,
Dormez-vous? dormez-vous?
Sonnez les matines, sonnez les matines,
Din, din, don,
Din, din, don.

LESSON No. 5

Forms of être (with qualitative complement)

Questions with "Qui?"

Indefinite Article: un, une.

Adjectives in predicative position.

Examples:

Henri est un étudiant, un élève,
Marie est une étudiante, une élève,
Moi, je suis le professeur,
Vous êtes un élève, une élève,
Vous êtes mes élèves.
Marie est une fille,
Henri est un garçon.
Lisette est petite, (Henri est petit),
Rose est grande, (Edouard est grand),
Le bonbon est bon,
La pomme est bonne,
Henri est méchant (Madelaine est méchante).
Venez ici!

By heart: Repeat: "Frère Jacques" and practice singing it according to the tune as given in "Fifty Favorite Songs" page 47.

Lesson No. 6 will contain: être with positional and qualitative complement, its, elles, local prepositions, question: où?

LOCAL MEETINGS

Andrew Local—September 10th.

Blindman Valley Local—Will hold their first meeting of the year on Saturday, September 25, at the high school at Rimby at 2:30 p.m. It is hoped that all teachers will be present. Reports will be heard from teachers who were in attendance at summer school. Suggestions for the year's programs will be welcomed.

Peace River Local—September 11th.

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Visual Instruction Notes

Department of Extension, University of Alberta

With the reopening of the schools renewed interest will be taken by teachers, trustees, parents and children in modern mechanical aids to teaching. During the Summer information has come to hand showing that sound or talking pictures are coming to be recognized as a very important teaching aid. From Sydney, Australia, comes a report of experiments carried on very successfully in the Mosman Public School of that city where two sound films were shown to fifth class boys. One showed life in Egypt and the other depicted Australia's vast sugar industry. Following a question period it was shown that the boys were receiving far more benefit from the films than mere entertainment. A talking equipment is now to be taken on a scheduled tour of Australian schools, bridging the gap until the time when all schools are able to equip.

The Committee of the London County Council which has been investigating the use of "talkies" in schools found at one boys' school "bright" and "backward" children gained more in proportion from the film than children of average intelligence. At another school the "backward" boys did better in the tests. The Committee has come to the conclusion that sound films are valuable in the classroom and they not only bring a sense of reality into the classroom and increase the knowledge of the children in directions which tend to be neglected in ordinary lessons, but they also broaden the outlook and knowledge of teachers.

By courtesy of the Department of Extension, University of Alberta, its Division of Visual Instruction again placed at the disposal of the Summer School Instructors in Edmonton and Calgary motion picture films and visual instruction equipment. In Edmonton thirty-four reels were shown by eight instructors, covering the fields of Biology, General Science, First Aid and Hygiene, Social Studies, Physical Training and Art. A special sound film on the use of motion pictures in education "Overcoming the Limitations to Learning" was shown in three classes. Thirty-six reels of silent teaching films were supplied to the Calgary Branch of Summer School.

The Edmonton Journal has commented on two or three occasions during this year upon the splendid facilities for visual instruction available to the schools of Alberta through the services of the University Extension Department. In this connection it is stated that "the University has placed this Province well in the lead in the Dominion." One editorial on the subject concludes as follows: "The lack of interest on the part of Canadian educational authorities is hard to understand in view of assertions from their ranks emphasizing the power of the screen as an influence on the young." Films can never be a substitute for the teacher but they can add greatly to the value of oral and text book instruction.

Quoting from the annual report of the University of Alberta, Department of Extension, under the heading of Visual Instruction it is stated that the trend of motion picture service is now definitely towards the school field. Fifty-eight reels of silent 16 mm. film were added to the library, most of which were teaching films or of a nature suitable for school use. During the year ended March 31st, 1937, no less than 2,064 reels of film were circulated. It is estimated that one hundred rural schools are now using motion pictures by means of a number of circuits, projectors being owned for the most part by A.T.A. Locals. In comparison with other countries Alberta is still far behind with one projector to two hundred and fifty schools compared with the United States which has one to twenty-five schools and Germany one projector to every five schools. The Edmonton Journal in commenting upon the growing use of motion pictures in the schools of other countries states that in Great Britain some one thousand elementary schools are now equipped with projectors and fifteen thousand projectors have been installed in French schools and educational institutes, while last year in France no less than 55,000 reels of film were supplied free to primary schools by the ministry of education. Poland, Finland, Sweden, Italy, Czecho-Slovakia, Hungary and Rumania have organizations for distributing films to schools while in Russia teachers receive special training in the use of films and the projector is regarded as an integral part of classroom equipment.

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The Historical Study of Our Times

By
John Liebe, Ph.D., General Shop Instructor,
Lethbridge

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PART II

THE PSYCHOLOGY OF HISTORICAL CONTACT

1. The psychological approach to history
2. The perspective of world history
 - Original civilizations
 - Grafted civilizations
 - The five surviving civilizations

The most striking feature in the history of the twentieth century is the close contact between the civilizations. The most significant events of our time like the Chinese Revolution (1912), the Indian National Congress Movement (1921), the abolition of the caliphate in the Islamic world (1924), the so-called Depression in the West (1929), and the Russian Revolution (1917) have causes that go far beyond the range of the civilization in which they have occurred. The five civilizations that grew in geographical and mental isolation and vary in historical age and in the ability to assimilate a foreign world, are today reacting at each other with such swiftness that the social structure of each is being disturbed.

The national history which, in the nineteenth century, became the typical form of writing history is entirely inadequate to do justice to the universal character of the twentieth century. A more significant grouping of current events is possible through the psychological approach to history.

1. The psychological approach to history

The grouping of the world's population in civilizations is based on mental realities rather than on geographical and political divisions. A civilization rests on common historical experiences by which tribes and nations, races and language groups are bound together to one tradition. The so-called "Gestalt psychology", †developed by Koehler and Koffka, lends itself well to an understanding of the behavior of the surviving civilizations of the globe. Their five mentalities are easily the most complicated and powerful "configurations of ideas" that have been accumulated by man. The notions that are called up in millions of people by what they consider to be Chinese, Indian, Islamic, Western, or Russian are supercharged with feeling, linked to old thought patterns, and inseparable from taste. The allegiance to the native civilization is so deeply seated in man's subconscious nature because it is the psychological residue of many generations. Historical age, therefore, strengthens the allegiance to

† For the experimental basis of Gestalt Psychology see: W. Koehler "Gestalt Psychology". 1929. New York, Horace Liveright.

one's civilization. Just as a person who has advanced in years somehow cannot get over his past life, so an old civilization is bound in its course by the weight of past centuries.

Not all civilizations were able to survive to our day. Some died for lack of adaption or from their neighbors' ignorance and brutality. To understand the behavior of those civilizations that did survive, their traditions must be traced back to the beginnings of historical life. The events that signify their mutual relations stand out clearly in the light of the large perspective of world history.

2. The perspective of world history

Historical life began independently in five regions where nomadic tribes settled permanently:

The Egyptian Civilization	in the Nile valley	before 5000 B.C.
The Babylonian Civilization	in the Euphrates valley	before 4000 B.C.
The Chinese Civilization	in the Hoangho valley	before 2000 B.C.
The Indian Civilization	in the Indus valley	before 1500 B.C.
The American-Indian Civilization	(first records lost)	before 500 A.D.

These primitive, agrarian, fertile-river-valley civilizations made use of the inventions which their founders had known in the nomadic stage, but they invented their own pattern of life in complete isolation, without the help of an older historical tradition. That is why they deserve to be called **original civilizations**. The necessity of continual defence against the raids of surrounding nomadic tribes only added to their clanishness and the pride they took in their native civilization. So they became veritable islands of civilization in a world of tribe life that had no historical significance.

Only two of these original civilizations were saved from extinction because they were fortunate enough to have no nomadic neighbors who developed a new civilization in their immediate neighborhood: namely China and India. They are the oldest surviving civilizations. Egypt and Babylon, on the other hand, fell before the advance of the young, aggressive Persian civilization, while later the unarmed American-Indian civilization received the death blow from pirate explorers who had left the area of Western Civilization and crossed the Atlantic.

All other civilizations began their life with an inheritance from an older civilization: they had a religious, cultural, and social "stock", so to speak, to which they grafted their new civilization. Characteristic of the **grafted civilizations** is their faster tempo: they do not begin at the level where the original civilizations started, but use their short-cuts.

The Mediterranean Civilization was grafted to the Egyptian.
The Persian Civilization was grafted to the Babylonian and Egyptian.
The Islamic Civilization was grafted to the Mediterranean and Persian.
The Western Civilization was grafted to the Islamic and Mediterranean.
*The Russian Civilization was grafted to the Western.

* The first man to describe Russia as an awakening civilization was Oswald Spengler in his morphological study of history: "The Decline of the West". Translated by C. F. Atkinson. Published by A. A. Kopf. 1932. New York. See II, 192-196.

These manifold influences were possible because of the nearness of these civilizations to one another and because some of them arose on the ruins of older ones. The Mediterranean Civilization—which, by the way, began with Greek history and ended with the Roman Empire—drew on Egypt by way of Creta and Asia Minor (about 1000 B.C.); the Persians conquered Babylon in 539 B.C. and Egypt in 525 B.C.; the Islamic Civilization received inspiration from the Hellenistic culture in the eastern Mediterranean which was permeated with Persian influence in the centuries before Mohammed (about 620 A.D.); Islamic ideas, in turn, spread across Spain to our Western Civilization (about 1000 A.D.), while the life of the already extinct Mediterranean Civilization was rediscovered by us in the Renaissance (about 1500 A.D.). Russia, at last, imported Western Civilization since Peter the Great (about 1700 A.D.).

Only the three youngest of the grafted civilizations survived: the Islamic, the Western, and the Russian. Russia stands on the shoulders of the West, the West on the shoulders of the Islamic and Mediterranean civilizations, the Islamic world on the shoulders of the Mediterranean and Persian world, and all three owe some of their life to Egypt and Babylon. This accounts, in some respects, for the speedier advance of material civilization in the occident compared with China and India.

After we have enlarged our historical scope from the present to the beginnings of historical life and have gained the proper mental distance we may focus our attention to the **five surviving civilizations**.[‡] Their existence is not a clearly defined fact in the minds of most people. Since we are pre-occupied with our own civilization it is only natural that we form rather hazy notions of foreign civilizations. However, **China and India** are for us well-known, natural geographical units that happen to coincide with the areas of their civilization. Their political and geographical unity is lacking in the **Islamic Civilization**. The student of history may visualize the territory that was once under Mohammedan rule during the political climax of Islam, at the time of Haroun-al-Rashid (786-809); Bagdad and Damascus, Mecca, Cairo and Cordoba, the ancient centres of Mohammedan caliphates, may still remind him of the cultural unity which the modern Moslem still feels. But from the mind of the average Westerner the concept of an Islamic Civilization is hidden by modern political divisions. He does not usually group Afghanistan and Persia, Turkey and Egypt, Arabia and a variety of French, English and Italian colonies and mandates into a homogeneous area of culture. For the educated Mohammedan, however, this conception is quite common. Even the Moslems of India, 77 millions in number, feel themselves as part of the world of Islam. While our notion of the Islamic world is not very clear **Western Civilization** is naturally ever present in our minds. Since the age of discoveries (about 1500 A.D.) our civilization spread from Europe to America where we practically extinguished the native races.

Some people are inclined to include Australia, South America, and a big part of Africa in the area of Western Civilization. This may be justified from the standpoint of economic control. As a matter of fact, it would not be altogether wrong to add the coast of China, the ports of India, and many smaller colonial outposts to the economic empire of the West. But a study of historical traditions goes deeper than that. From the aspect of a psychology of historical contact the **whole southern hemisphere of the globe has no**

[‡]Western writers on world history have a tendency to minimize the power of the historical traditions of the East. Instead of admitting that they do not know much about them they represent them as petrified, as periods about which there is little to be reported. See Spengler, I, 428 (the tables); II, 99-107; and H. G. Wells: "Outline of History", 1921. Doubleday, Doran & Gundy, Toronto. P. 561.

genuine historical tradition. With the exception of the Inca settlements in Peru around the Titicaca at an altitude where the climate of the tropics is not felt, not one permanent settlement led to a higher culture. The historical life of the southern hemisphere is just a blend of foreign civilizations that were imported by colonists. And at that these civilizations are just a veneer. And it is clear that the historical future of the countries in the southern hemisphere is not determined by historical age and allegiance to native civilization to the same degree as is the case in the northern hemisphere.

The claims of the youngest civilization are naturally disputed. For two centuries we regarded Russia west of the Ural Mountains as a primitive European state that was supposed to come up slowly to Western standards. This notion could only appear correct as long as we separated "Asiatic Russia" from the Russia that we claimed was part of our world. It was an artificial notion that received a rude shock when, after the Russian Revolution of 1917, we suddenly felt the unity of the young, awakening **Russian Civilization**. From Leningrad to Tiflis, from Samarkand to Vladivostok Russians experienced a new consciousness that gravitated around Moscow, the old and now reviving centre of a distinct world.

Since the birth of the Russian civilization the northern hemisphere of the globe, south of the arctic circle and north of the tropic of cancer, has become **one single area of civilization** which is no longer broken up by unexpected attacks from savage tribes that stand outside the trend of any civilization. All surviving civilizations have now become neighbors, and their contacts are an increasingly important factor in the history of the twentieth century. The difference in the main tendencies of their behavior has its deepest cause in the difference of Historical Age.



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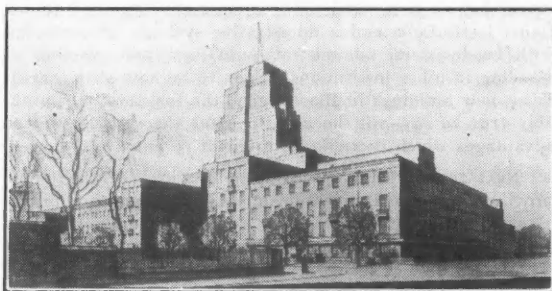
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A Canadian Goes to London

By A. B. Currie, Ph.D.

Punctually at three o'clock on Saturday afternoon, September 7th, 1935, the Canadian Pacific liner, *Empress of Australia*, left her dock at Quebec, and within a few minutes had turned herself about in the river and was moving gently down the St. Lawrence on another crossing of the North Atlantic.

For a few moments the realization that we were leaving behind our native land of Canada, the country that had provided us with our nationality and education, for another land, that from which our fathers had emigrated more than a century ago, stirred within us mixed feelings. We were Canadians on the way to the "Old Country"! On the one hand, we were Canadians; we carried memories of our homeland—of mountains, and prairies, of pine-woods and lakelands, of peaceful farms and metropolitan cities; we cherished the fundamental community of culture that relates English-speaking people on this continent; and yet, fully aware of the context in which we live, we found ourselves continually re-affirming something within us, a certain conviction that encouraged us to use a peculiar accent and idiom—we were Canadians! Then, on the other hand, we



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were going to the "Old Country." What a theme to conjure with! Though we could not speak, as the New Zealander does, of "going home," we felt a strange fascination for that ancient society from which our fathers had fled. Here was a people, speaking the same language as ourselves, sharing many of our aspirations and preferences, yet somehow different. Here was our history; here, our connections with the immemorial past. Then, our musings were interrupted by the call for tea.

It was at dinner that we made our first acquaintances among our fellow passengers. Two Canadian scientists with their wives returning to England after a summer vacation, an Ontario teacher returning to the University of Bordeaux to complete his doctorate, a South African student returning to Cambridge after a summer in "America," Mrs. Currie and myself, formed the quota at the table to which we were assigned. The party proved to be a very congenial one, but the conflict of ideals between the "Old" and "New" world became very apparent beneath the polite conventions of good nature and of travellers' manners. Classical and romantic interpretations, it is probably safe to predict, will long continue to be at variance with one another, yet seldom does one find them so well exemplified as when an intelligent representative of a Western European culture talks things over with an intelligent North American. The latter is in search for intellectual honesty and personal freedom; the former "knows" that, greatly as these qualities are to be desired, they are unattainable except as the person finds himself a participating member of an ordered society.

Seated opposite us in the compartment of the railway carriage, carrying us from Southampton to London was a very grave looking person, obviously a clergyman. His face seemed familiar, for as I studied its lines, I recognized those of the man whom on several occasions I had seen wrapped in a blanket on a deck-chair reading Lawrence's *Seven Pillars of Wisdom*. Thoughtful friends had cautioned us about the rigid conventions of English railway carriages. Heedless of this warning but following a well-tryed Canadian practice in such circumstances, I offered to share with my clerical companion a copy of the *Daily Telegraph* which I had been reading. My gesture was accepted most courteously, and it was not long before I found myself conversing with the vicar of a well-known London parish. Our conversation ranged all the way from Canadian birds to Christian Socialism and on the many subjects which our discussions touched I found him ready to take such a well-reasoned and clear-sighted position that I was both surprised and charmed. Here was a man ministering within the Christian Church, living intensely within the dynamic life of his time, sharing its problems and participating in the excellences of its culture. His immaculate sentences, the craftsmanship of a very coherent mind, fascinated me, so much so that, much to Mrs. C's displeasure I had missed all the chimney pots, the country gardens, the thatched-roof cottages, the quaint old villages that had everywhere interested her. On parting at Waterloo station, our companion invited us to pay him a visit, and there begins another story.

We had been given the address of a small private hotel in London, but on arrival we found that all available accommodation had been booked. So, rather than go searching for another, we were persuaded, following the hotel porter's advice, to try a nearby "London house." The door was opened by an elderly man who immediately assured us of excellent accommodation. Carrying our bags he led the way up a long winding staircase that led from the basement to a windowed turret in the roof. The house was obviously a very old one, for it had the haunting atmosphere of a structure that bore within its walls the cumulated memories of generations. Smug-looking satyrs sat cross-legged in tiny alcoves sunken within the walls on every landing, and our every step seemed to send a shock of quivering echoes from attic to cellar. Our host placed our bags in the appointed room, then turned and demanded peremptorily whether we carried any high explosives or subversive literature. When I assured him that we had none, he announced breakfast "not later than 9:30 a.m.," bade us good-night, and was about to leave the room when, turning about suddenly, he faced me. "You know, sir," he exclaimed, "God dwells in this house." I thanked him as politely as I could for the knowledge but felt constrained to inform him that at the moment I was really more interested in the condition

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of the bed-springs. Next morning, after a sound sleep and a sustaining breakfast of bacon and eggs, we set out, as is the custom, to "find" London—to the native, that "dear, damn'd, distracting town," but to the visitor—

"That great sea, whose ebb and flow
At once is deaf and loud, and on the shore
Vomits its wrecks, and still howls on for more,
Yet in its depths what treasures!" (Shelley)

What these treasures are have been fully described by Morton, Lucas and others, and no purpose would be served by mentioning them here. Every Englishman will tell you that London, though English, is not England, notwithstanding the fact that it is the focal point of British commercial power. London is a great urban confederation, one of the social monstrosities of an industrial era, yet with a political and institutional history that dates back to the Roman occupation. But as I wandered about London, while fully cognizant of the material achievement represented by that great city, I could not help feeling that the continuing strength of England's greatness, of the spiritual nourishment that supports a people's morale, was not to be found, despite very significant exceptions, in that vast metropolitan area. When Charles Lamb confessed, "My attachments are all local, purely local," he was not only speaking for the majority of Englishmen but revealing the springs from which the moral strength of his nation had come. If scarcely self-sufficient, London is in itself almost a civilization and amid its almost endless social variety both of the contemporary and of the historical I was able to gratify even unto the last day my zest for treasure-hunting.

Well, this is an educational magazine and not a record of personal anecdotes and adventures. I promised to write about some of my experiences in England. No restrictions were placed on the nature and range of those experiences;

but I dare not risk straining too much either the editor's hospitality or the reader's patience, and so I must hasten to say something about schools and teachers and questions educational.

There is one question which many people have asked me since I have returned to Canada. What, they inquire, are the facilities like for students wishing to do graduate work in education? Thinking more especially of London, I have invariably generalized my impression with the words "very good." My experience with the University of London was of course limited to four colleges—the School of Economics, King's College, University College, and the Institute of Education, but each of these institutions tends to be pervaded by a particular point of view. Of the last named school, the youngest and as yet the least well-known, it might be said that the foundations have been well laid for a vigorous institution that seems destined to become one of increasing importance in the English-speaking world. There in lecture, seminar and informal conference the characteristic viewpoint of the various "new" countries is required to define itself as it is attracted and repelled by that of the older European, now under many disguises undergoing a very thorough re-consideration. Excellent facilities are placed at the disposal of students for studying English social life on its various levels, of visiting and examining at first hand the characteristic types of educational institutions and administrative systems, of conferring with headmasters, administrative officers and scholars of standing in other institutions. Soon to be housed in magnificent new buildings in Bloomsbury, the Institute, it is probably true to say, will be able to offer the serious student advantages which it would be difficult to equal elsewhere.

Next time I shall discuss some features of the public provision for school education in a typical English county.

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TYPES OF GENERAL SHOPS

By T. M. Parry, B.Sc., Western Canada High School, Calgary

One of the most popular options of the new Intermediate School Curriculum by present indications is going to be the "General Shop".

The "General Shop" course authorized by the Department of Education, as outlined in the Programme of Studies for the Intermediate School provides that students of Grade VII shall engage in three phases of shop-work, two of these to be Drafting and Woodwork, while the third is optional. Students of Grade VIII also engage in three phases, one of which must be Drafting; one from Metal, Electricity, and Plastic Materials; and one optional. Grade IX students take three or four phases, of these only Drafting being necessary.

An analysis of the authorized phases indicates that a "General Shop" can be set up to meet Departmental requirements of the three years with a minimum of three work divisions, although four would be better. A "General Shop" equipped to offer work in all phases would require fourteen divisions. Most shops will lie between these two extremes, with minimum requirements prevailing in many cases at the outset.

In shops where minimum requirements are provided, there will be practically no option on the part of the student as to phases to be taken in the "General Shop" course. The phases offered will be dependent on the teacher's qualifications, and the equipment secured. As the number of phases offered increases, then choice within the "General Shop" on the part of the student will become available.

Many teachers have availed themselves of the opportunities offered by the Department of Education, during the past three summers to work towards qualification as "General Shop" teachers in various phases. Some have their general shop under way, and many others now face the practical problem of establishing one in their school system.

General shops are divisible into several types, and information on types in use that will meet Alberta requirements is given below. In smaller centers, choice of type is limited, but a knowledge of types in use should prove of value.

Type I—Unit Shop Rotation.

This general shop is limited to large centers having a technical high school. Such a school usually has four, or more units, or separate shops, each with one or more instructors, covering such fields as Woodwork, Metalwork, Electricity, Motor Mechanics, Printing, Drafting, etc. Some of the above units may be divided into sub-units such as Metalwork into Machine Shop, Forge Shop, Sheet Metal, Art Metal, etc. The student spends a definite period of time in each of several, or all of the various units, or sub-units; the regular instructor of that unit usually taking charge of the class when it visits his field. A large general shop class may be divided into several groups, and these groups rotated through their shop options in various orders to cover the three, or four phases necessary.

In this way the student not only covers the work of the "General Shop" course, but from this "tasting" is in a better position to choose wisely the shop course of his senior high school work.

Type II—A General Shop Allowing Students Access to the School's Unit Shops.

This set-up has a separate "home", and staff provided for the "General Shop". Students taking the course commence their projects there, but as their work progresses, they are permitted to go to any required unit shop of the school whenever certain tools, or materials required are not available in the "General Shop" itself, but are to be found in one of the unit shops. Thus they pass to and fro while at work, reporting back to the "General Shop" at the end of the work period. The number of trips necessary to other shops will depend upon how well the "General Shop" unit itself is equipped.

Here again we have a possibility limited to large, well-staffed urban centers, and even there faces organization difficulties should the unit shop staff have their time or space taken up fully with their own classes.

Type III—The Independent, Single-room General Shop.

This "General Shop" covers the establishment which will be found both necessary, and satisfactory for the large majority of Alberta centers, that is a "General Shop" existing alone (no other shops in the system), and housed in a single room of the school, or a separate, one-room shop building.

There are several ways of covering the prescribed work in this type of shop, and it will be necessary for the individual teacher to choose the method best suited to his location. Such items as enrolment; number of shop options, or divisions to be embraced; space; tools, and equipment available; timetable restrictions; etc., must all receive careful consideration before the teacher adopts the method most suitable to his school.

The teacher of this work, which is a new departure in school work for many centers, must not feel bound to follow or copy blindly methods already established. Instead, it is most desirable that individual ideas be put to the test, and results freely discussed with other interested parties before recognized procedures are adopted to any extent. The systems outlined below are only intended as very broad indications as to how classes may be put through requirements of the course.

System A—Rotation of Complete Class Through Divisions. (Only one division in use at one time)

The class spends several weeks doing the work of one division, such as Drafting; then transfers to Woodwork, and so on.

This can be done in two ways. Either by having the shop laid out in several departments (the generally accepted method), and circulate through them; or by bringing to the fore the tools and equipment of the division, or phase of the moment.

System B—Rotation of Divided Class Through Divisions. (All divisions in use at one time)

In "System A", only one division is in use at one time. However, it will likely be found, particularly in large centers, that there are too many students, and not sufficient space, tools and equipment to concentrate the entire class in the one division of work, and keep everyone occupied. It is an essential requirement of shop work that all students have a job, and therefore to do this, several or all divisions will have to be operated at one time.

Again, in many cases students of Grades VII, VIII and IX may have to be in the shop at the same time, under one instructor, so that here again, it will be found necessary to keep all divisions in operation.

System C—No Definite System of Rotation.

(All divisions of the Shop open to each student at any time during the Shop period)

It will be found, and it is an extremely desirable feature of general shop work, that many projects will be of a type requiring operations in two, three, or even more divisions of the shop. Thus a table lamp will require certain work to be done in the Drafting, Woodwork or Metalwork, and Electrical divisions.

In such a case, the instructor will have to decide whether the student is to delay the next step in construction of the project until the student's group reaches the division in question, so as to follow "System A," or "B," and which may be months later; or whether he is to follow "System C" which permits continuous work on the project until completed.

The instructor must therefore weigh requirements of his organization in the latter case, against the possibility of lost interest on the part of the student in the former case.

Records of work accomplished by the students must be carefully kept whichever system is used, but "System C" calls for especial care in this regard.

SPELLING LIST

By Stanley Clarke, B.A.

In the Grade IX General Science Course the student is introduced to a considerable number of technical terms which he must learn to use. Their effective use in written work involves the problem of correct spelling. The Examinations Board now requires that spelling be considered in evaluating the Departmental papers in this subject.

The writer has compiled a list of words which have been found not only to present difficulty in spelling but also to occur frequently in the vocabulary of General Science. Some help in the selection was obtained from a study of scientific terms by Powers (Teachers College Record, Vol. XXVIII, p. 237), who based his work on a count of over two million words taken from "popular" scientific material and from texts in General Science, Biology, Chemistry and Physics. In the list which follows the words are arranged in relative frequency of use as established by Powers. Each word also occurs in one or more of the prescribed texts in Alberta and many are mentioned in the official course of studies. The comparative spelling difficulty of these words has not been established.

It was thought that the list, which follows, might be found of some help to teachers of General Science:

(1)	(2)	(3)
hydrogen	diaphragm	Archimedes
molecule	dynamo	fission
oxygen	electrolysis	Galileo
bacteria	incandescent	Pasteur
carbon dioxide	kinetic	aneroid
protein	phenomenon	constellation
chlorine	compression	buoyancy
formula	convection	caisson
nitrogen	kilowatt	foot-pound
oxidation	photosynthesis	habitat
capillary	siphon	measurable
corpuscle	analyze	Torricelli
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SPRINTING

By Ethel Barnett, B.Sc., McCauley Intermediate School, Edmonton

Although the topic of track and field athletics should interest every sport-loving boy or girl in our Edmonton schools, I wish to speak particularly to the girls now attending the Intermediate High School grades, and to the teachers of those girls. Now we are all busy training for sports day. And now, too, is the best time of your lives to begin training. You learn so much more quickly than your older sisters in the Senior High. You do not become stiff and sore so readily. Now indeed, then, is the time for you to learn correct methods in running, starting, jumping, and ball-throwing. There are many girls who do these things quite well. But there are very few girls who really reach perfection for their age and weight. To become really efficient requires much practice and fortunately it is work most of us love.

I shall attempt to outline some of the most important points involved in the training and coaching of athletes for sprints or short dashes.

Any boy or girl who wishes to run fast must first learn to run correctly. In other words, emphasis at first must be on style rather than speed. That raises the question, what is a good running style? First of all, the athlete must learn to run absolutely straight, and she can train herself to do so by ruling out on the training field, a narrow lane about one foot wide and twenty yards long. She must then practice running down this lane. In the second place the body should

not be held erect, but should bend forward. If the coach inserts a post in the ground at the correct angle, the runners can judge one another on this point. Thirdly, the legs must be kept as close to the ground as possible. Kicking the heels behind, or pushing upward rather than forward is simply wasted effort and lost speed.

The arms are almost as important as the legs in correct running. They should be held bent at the elbows, close to the body and swing in that position from the shoulders. The runner should feel himself actually pulling with his arms. The hands are tightly clenched. Last of all, the head should be held in line with the body, neither strained backwards, nor bent too far forward.

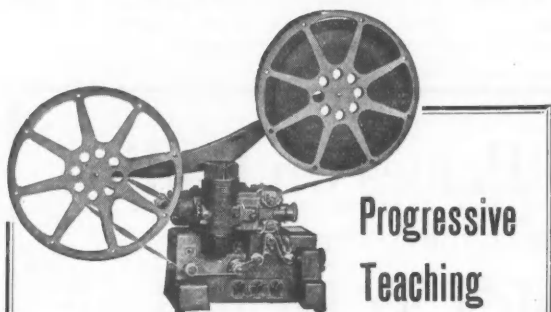
In order to acquire such a style, begin training by jogging slowly long distances of about 440 yards, approximately the length of the schoolyard and back again. A large group of students might well be divided into smaller groups for this purpose, those not running watching and criticizing the runners as to style. After several days of such training the pupil might try such an exercise as this—Run a distance of 75 yards slowly from a standing position gradually increasing speed until about three-fourths maximum speed is reached, and then gradually slowing down. Emphasize style here, too.

Having trained for style and condition for some time, the method of starting may be practiced. It is generally conceded that the crouching start, done correctly gives a quicker send-off than the old standing start but the latter is preferable to the former done poorly. There is no reason, however, why the crouch start should not be correctly taught to public and junior high school students, especially since, in the short dashes prescribed for this age, the start is often half the race. The runner kneels down, with his forward foot (left) from six to 10 inches behind the starting line. The arms are spread quite widely and the hands placed on the line with the thumb and first finger widely separated. The right knee is now brought forward until it is opposite the instep of the left foot, and a mark is made where the right toe touches the ground. Now holes are dug for the rear foot having a straight back, and for the front (left) foot slightly sloped. The runner now tries the holes to see if the crouch position is comfortable.

Before the start of a race, the runner stands behind the holes. On the command "on your mark", he steps forward into the holes, places his hands and knees down. On the command "ready" the right knee is raised a little and the body leans over the line, the bulk of the weight being on the forward foot. On the command "go" or the crack of the pistol the rear foot is brought forward for the first step which must be very short. The first ten steps in fact will be very short, and quick, gradually lengthening and at the same time the body is slowly straightened to the running position. And here are a few "don'ts" to note—Don't straighten up too quickly; don't make those first few steps too long; don't attempt to start before the pistol crack and don't try more than three or four practice starts in an evening, or stiffness will result.

Only after the sprinters are in good condition, should a complete race be run for practice—and even then only occasionally. Of course, with our short fall season, not much can be done; but if you girls know what to do there is no reason why you should not train yourselves. Join a track club in your district if one exists.

I would like to suggest to the teachers now, after your local field day is over, training in track and field athletics should be continued, in the regular drill classes. The boys and girls love it and with the promise of a long fall before us, how much could be done now in preparation for even better field day next year. Alberta needs athletes, and they can be produced in our schools.



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FRENCH and GERMAN Conversational Courses by Radio

French and German Conversational Courses will be broadcast by the University Radio Station CKUA this Fall commencing October 4th.

Last year approximately seven hundred students took advantage of these courses, and the reports from these students showed that the instruction had been of great assistance in obtaining the correct pronunciation and an understanding of the spoken language.

The Linguaphone courses will again be used. In the French Course a considerable amount of new material will be added in the way of extracts from the writings of classical French writers and modern authors spoken by men of international reputation—Professor Daniel Michenot of the Strasburg Conservatoire, Dr. Paul Passy, President of the International Phonetic Association, and M. George de Warfaz of the Theatre Rejane in Paris; there will also be new songs, some of Perrault's Fairy Tales acted by a talented group of French actors, and a delightful series of episodes in the life of a French family produced by M. Pierre Humble, director of the Theatre du Petit Monde in Paris. These records present humour, dialogue, song, laughter—all in simple phrase and give a delightful picture of the daily life of a French family.

Here, then, is an opportunity for teachers and students of French to acquire the living language and not just school French. Both the French and German courses are intensely practical for they cover subjects of everyday life, such as visiting, dining out, shopping, theatre, railroad and steamship travel. With the repetition of the simple dialogue, phrases are memorized and become a part and parcel of real conversation.

Those wishing to take either course should register at once by writing to the Radio Division, Department of Extension, so that they will have the text books and other material when the course begins. The text book and mimeographed material are essential if the student wishes to obtain full value from the course.

There are two alternative fees for each course, the French and the German:

1. For the advanced student who wishes to use the course for improving his pronunciation, there will be a fee of \$1.25 for the French and \$1.00 for the German which will include the main Conversational Text and certain mimeographed material.

2. For the beginner or the student who is studying the language without the help of a teacher there will be a fee of \$2.00 for the French and \$1.75 for the German which will include:

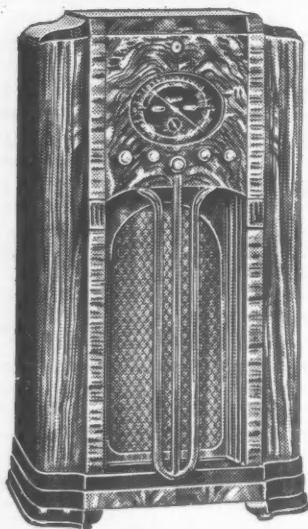
Main Conversational Text,
Explanatory Notes on the Conversational Course,
Students' Key to Grammar Exercises,
Mimeographed material.

The slight extra cost for the French course this year is due to the increase in the mimeographed material. Students who have taken the course before and have the text book are urged to send 25c for the new supplementary material.

The French Conversational Course will be broadcast on Mondays, Wednesdays and Fridays at 6:30.

The German Course will be broadcast on Tuesdays and Thursdays at 6:30.

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Dear Sir:

I am enclosing herewith a circular descriptive of the 1937 Canada Year Book, which is now available for distribution by authorization of the Hon. W. D. Euler, Minister of Trade and Commerce. I should be obliged if you would announce to your readers that this national official Year Book will be supplied, as long as copies are available, to the public by the King's Printer, Ottawa, at the price of \$1.50. This covers merely the cost of paper, press work and binding and leaves no margin available for advertising the volume in the ordinary way. You may make what use you please of the enclosed circular in describing the volume. By a special concession, teachers and ministers of religion may obtain paper-bound copies at fifty cents each, but only a very limited number has been set apart for this purpose and early application is desirable.

In return for your kindness in bringing the Year Book to your readers' attention and on receipt of a marked copy of the item, we shall be glad to send you a free copy of the volume. Any suggestions you care to make as to ways in which future issues of the volume might be improved will be appreciated.

Yours very truly,
R. H. COATS,
Dominion Statistician.

MORE PROSINGS

Editor, A.T.A. Magazine,

Dear Sir:

In the last issue of this magazine W. Scott Macdonald takes up the cudgels on behalf of his friend, Mr. Rands, with whose views I had the temerity to disagree in the previous issue.

Before dealing with Mr. Macdonald's snippets, I shall try to clear the air by devoting a little space to a topic seldom discussed in Alberta, namely, the place of religion in the public schools supported by the ratepayers. Under our provincial laws there is a clear cut line of demarcation between secular and religious instruction in our schools—a line based on principles founded upon essential justice which decree that within the sphere of religion the wishes of the parent are paramount. And yet we find Mr. Rands initiating a movement having for its objective the inclusion of this highly controversial subject in the course of studies for Grade IX in defiance of the laws of the land. The following words of President Butler of Columbia University indicate the conditions that exist today not only in the United States but also in Canada: "So far as tax-supported schools are concerned, an odd situation has been permitted to arise. The separation of Church and State is fundamental in our political order, but as far as religious instruction is concerned the principle has been so far departed from as to put the whole force and influence of the tax-supported schools on the side of one element of the population, namely, that which is pagan and believes in no religion whatever."

And now we come to my snippets. Mr. Macdonald suggests that I am afraid that, if there was a frank and full discussion of controversial issues in Grade IX, "somebody might tell the truth about something" and that "this would be a Bad Thing". "What is truth?" said jesting Pilate; and would not stay for an answer," wrote Lord Bacon. Pilate, the sceptic, asked but would not wait for an answer. In our halls of learning today Pilate has many successors whose evolu-

tionary "facts" and philosophical ideas are paganizing the rising generation. With evolution in the core of one's thinking all is changed: there is nothing abiding, nothing true, and nothing false. Truth, the evolutionist asserts, changes with every age and becomes, to use that magic word for killing truth in the mind of youth, obsolete.

Despite Mr. Macdonald's reference to the Canadian Criminal Code, I maintain that Canada is a land where we enjoy freedom of speech, a right which is curtailed only when its exercise is subversive of law and order.

As for Mr. Macdonald's sweeping assertion that if there is to be any educational progress within the Empire, "Alberta will have to make it"—well, Mr. Macdonald must have momentarily lost his sense of humor. I say this without prejudice to any changes that are being introduced into our courses of study at the present time.

I quote Mr. Macdonald's next paragraph in full: "Mr. Roycroft's approval of the attempt by certain forces in Edmonton to muzzle the only Alberta University professor with the courage of his convictions is a demonstration of his part in progressive thought." Surely Mr. Macdonald would not have us believe that, at the time of which he writes, there was within the walls of the University one and only one professor with the courage of his convictions—one and only one champion of "progressive thought". I have before me a copy of a letter written in those days by a prominent Alberta educationist to a Lethbridge minister and published in the "Lethbridge Herald", in which the writer says: "What rumors have been floating are with reference to only comparatively a very small fraction of the faculty of about one hundred men. The point is that the overwhelming majority is either sympathetic to the Christian religion or silent." As for the part played by me in the advancement of progressive thought, well, it must have already been quite evident to Mr. Macdonald that I have taken my stand with Gladstone on the Impregnable Rock of Holy Scripture. I am pleased to have Mr. Macdonald's assurance that, though Mr. Rands writes as an ultra-radical, he does not lack faith.

At last we arrive at the paragraph in which Mr. Macdonald informs us that "Mr. Rands is only a Rhodes scholar". Are we to understand from this paragraph that the Rhodes scholars constitute a kind of hierarchy, the members of which engage in discussions among themselves to the exclusion of all those who have not reached such a giddy height. Mr. Macdonald appears to believe that the Rhodes' bequest is resulting in the development of a superior species of lion, or king of teachers; but I would advise him to be a little more modest in his expectations. Dr. W. R. Whitney, an outstanding scientist in the United States, is quoted by a writer in the "New York Times" as saying: "The best scientists have to recognize that they are just kindergarten fellows playing with mysteries." Some of our Alberta teachers are not quite so modest in their appraisal of themselves.

Mr. Macdonald concludes his review of my article with the remark: "And this amiable columnist is attacking the expression of personal views on questions of a religious nature!" Yes, when the personal views are given expression to in the classroom.

Yours truly,
W. T. ROYCROFT.

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